

## HEATH SPRINGS ELEMENTARY

158 Solar Road  
Heath Springs, SC 29058

**GRADES** K-5 Elementary School

**ENROLLMENT** 324 Students

**PRINCIPAL** Sheri M. Watson 803-273-3176

**SUPERINTENDENT** Patricia K. Burns 803-286-6972

**BOARD CHAIR** Robert Folks 803-286-6972

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	62	29	1	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

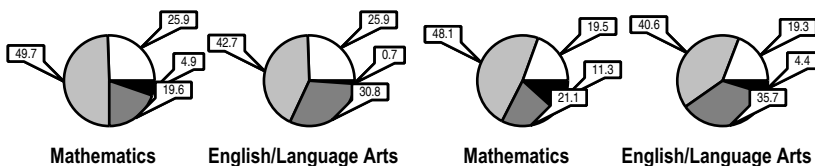
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	147	100.0	25.9	42.7	30.8	0.7	44.8	Yes	Yes
Gender									
Male	77	100.0	36.5	37.8	24.3	1.4	35.1		
Female	70	100.0	14.5	47.8	37.7	0.0	55.1		
Racial/Ethnic Group									
White	102	100.0	15.2	45.5	38.4	1.0	55.6	Yes	Yes
African-American	43	100.0	50.0	35.7	14.3	0.0	21.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	115	100.0	19.6	43.8	35.7	0.9	51.8		
Disabled	32	100.0	48.4	38.7	12.9	0.0	19.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	100.0	25.9	42.7	30.8	0.7	44.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	147	100.0	25.9	42.7	30.8	0.7	44.8		
Socio-Economic Status									
Subsidized meals	72	100.0	35.3	44.1	20.6	0.0	30.9	Yes	Yes
Full-pay meals	75	100.0	17.3	41.3	40.0	1.3	57.3		

Mathematics - State Performance Objective = 15.5%									
All Students	147	100.0	25.9	49.7	19.6	4.9	39.9	Yes	Yes
Gender									
Male	77	100.0	28.4	50.0	20.3	1.4	35.1		
Female	70	100.0	23.2	49.3	18.8	8.7	44.9		
Racial/Ethnic Group									
White	102	100.0	18.2	52.5	24.2	5.1	48.5	Yes	Yes
African-American	43	100.0	45.2	42.9	7.1	4.8	19.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	115	100.0	21.4	50.9	21.4	6.3	46.4		
Disabled	32	100.0	41.9	45.2	12.9	0.0	16.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	100.0	25.9	49.7	19.6	4.9	39.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	147	100.0	25.9	49.7	19.6	4.9	39.9		
Socio-Economic Status									
Subsidized meals	72	100.0	35.3	48.5	13.2	2.9	25.0	Yes	Yes
Full-pay meals	75	100.0	17.3	50.7	25.3	6.7	53.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	60	100.0	23.7	42.4	33.9	N/A	33.9
	<b>Grade 4</b>	52	100.0	32.0	56.0	12.0	N/A	12.0
	<b>Grade 5</b>	59	100.0	41.8	41.8	16.4	N/A	16.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	41	100.0	23.1	43.6	33.3	N/A	33.3
	<b>Grade 4</b>	58	100.0	20.7	41.4	37.9	N/A	37.9
	<b>Grade 5</b>	48	100.0	34.0	44.7	19.1	2.1	21.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	60	100.0	18.6	55.9	20.3	5.1	25.4
	<b>Grade 4</b>	52	100.0	38.0	38.0	24.0	N/A	24.0
	<b>Grade 5</b>	59	100.0	38.2	41.8	18.2	1.8	20.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	41	100.0	28.2	64.1	7.7	N/A	7.7
	<b>Grade 4</b>	58	100.0	19.0	46.6	24.1	10.3	34.5
	<b>Grade 5</b>	48	100.0	31.9	44.7	21.3	2.1	23.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 324)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.2%	N/A	2.8%	2.7%
Attendance rate	96.2%	Up from 95.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		3.1%	3.5%
Eligible for gifted and talented	12.9%	Down from 19.5%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.5%	Down from 8.8%	9.2%	8.2%
Older than usual for grade	0.3%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.3%	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	63.6%	Up from 59.1%	52.0%	51.4%
Continuing contract teachers	72.7%	No change	90.9%	87.5%
Highly qualified teachers**	90.0%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.2%	Up from 86.4%	88.0%	86.7%
Teacher attendance rate	94.5%	Down from 95.6%	95.0%	94.9%
Average teacher salary	\$39,852	Up 5.5%	\$40,901	\$40,760
Prof. development days/teacher	17.8 days	Up from 10.6 days	12.4 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 19.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 89.6%	90.3%	90.0%
Dollars spent per pupil*	\$5,728	Up 11.4%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	60.4%	Down from 65.6%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 96.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Heath Springs Elementary School, along with involved families, business partners and a supportive district administration, is able to offer learning experiences that prepare our children to be unique, independent and responsible citizens. The state standards serve as a guide as we make plans to meet the individual needs of every child.

As we move through the halls of our school, we see evidence of the pride our children, faculty and families take in their school. The Sandlapper Garden, a student-created ecosystem, is visible from most classrooms. The calming effects of classical music played throughout the day contribute to the success that the students have in writing, artwork and musical compositions. Individual and group projects display evidence of the accomplishments our students have achieved. Our School Improvement Council worked with our faculty to meet the expected requirements to be named a Red Carpet School. Our very supportive PTO sponsors monthly Family Activity Nights, a community rodeo, as well as academic programs not covered by our school's budget.

Teachers in kindergarten through third grade planned and trained diligently to successfully implement a Multiple Intelligences, Core Knowledge-based Discovery School Model. A marked improvement in post-test scores verified the success of this model. Increased parental involvement was a key piece in this program. Families of students in K-3 were asked to provide 30 hours of service to the school through various opportunities. We are excited to report that 5,397 family service hours were recorded for the ten K-3 classes. This is 25.5 hours per child, which is up from 18 hours last year.

Language Arts continues to be an area of weakness as indicated by PACT and MAP scores. To address reading weaknesses, we have provided Open Court Reading to grades K-5. SRA Corrective Reading Program was used in grades 3-5. All students in grades 3-5 have been through the Fast ForWord program. The Language Arts teachers are integrating social studies standards in their programs. Teachers in grades K-3 have received professional development training in the National Reading Panel's five components of reading and a classroom-based reading assessment that measures individual progress throughout the year. This training was funded through our Reading First grant.

Math scores are higher, with more students moving to the Proficient and Advanced categories, which can be attributed to the Everyday Math program. STC and FOSS science kits guide our science program at every grade level.

Our "community of learners" was able to celebrate success in many ways this year.

Sheri Watson, Principal

Janet DeCillis, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	46	37
Percent satisfied with learning environment	96.0%	91.1%	69.4%
Percent satisfied with social and physical environment	96.0%	82.2%	70.3%
Percent satisfied with home-school relations	96.0%	84.8%	78.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.